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A report on the Round Table of Bankers, Economists and Financiers on Literacy contains a brief summary of discussion, the eleven recommendations of the Round Table, and the opening address given by Mr. Rene Maheu, Director-General of Unesco. The consensus of the participants' opinions was that literacy is essential to development, that functional literacy can best be achieved in developing areas through vocationally-associated training programs rather than solely through a school system, and that tax incentives to industry are an important means for encouraging the establishment of literacy programs. The financing of literacy programs, the initial question under consideration, was discussed with relation to both government and non-governmental fund sources. A final recommendation was that, within the framework of the programme for the Second Development Decade, functional literacy should become a recognized dimension of development planning, both as a social objective and as an efficient tool. (mf)

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

ROUND TABLE OF BANKERS, ECONOMISTS AND FINANCIERS ON LITERACY

Rome, 11-13 February 1969

FINAL REPORT

AC005111

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Introduction

1. The Round Table of Bankers, Economists and Financiers was convened in Rome from 11 to 13 February 1969 by the Director-General of Unesco, in accordance with a recommendation made by the International Consultative Liaison Committee for Literacy, which stated at its first session in June 1967, that: "A round-table meeting of economists, bankers and businessmen should be convened to examine the problems of long-term financing". At its second session, in September 1968, the Committee recommended that: "The Round Table of Bankers and Economists scheduled for February 1969 should discuss literacy as an economic investment, and advise on the ways in which literacy operations might be most appropriately financed, with particular attention to possible new resources, methods and procedures".

2. The Round Table was attended by seventeen participants in their personal capacity.(1) Mr. Guido Carli (Governor of the Banca d'Italia) was elected Chairman and Mr. A.R. Gale (United States of America) and D. K. Salim (Jordan) Vice-Presidents.

3. In his opening address (Annex I), the Director-General laid stress on the seriousness of the problem of world illiteracy, both from economic as well as social and human points of view, and referred to the need for the co-operation of business and financial circles in reducing illiteracy. Mr. Veronese spoke of the deep interest, particularly of the Italian Interministerial Working Group on Literacy, in systematically dealing with the problem of illiteracy and believed that the Round Table would be able to find solutions to the serious problems in regard to resources, methods and structures for financing functional literacy activities. Introducing the debate, Mr. Carli expressed his deep concern over the problem of illiteracy which is not being adequately solved at present owing to shortage of human and financial resources.

4. The meeting was unanimous in recognizing the economic and social importance of literacy and its rôle as a productive factor for development in industry, commerce and agriculture. It was felt that the huge total of illiterates represents a vast loss of human productive power, as well as an affront to human dignity. All participants agreed that, in spite of the progress made in recent years, more resources should be brought to bear on this problem both in the interest of economic and social development, as well as the building of a peaceful world community. However, it was felt that it is neither possible nor necessary to deal in the present meeting with all aspects of the programme, including strategy, means and methods, and the Round Table decided to remain within the precise scope of its terms of reference. Its attention was concentrated on the planning and financing of functional literacy programmes and on the aid which could be brought to literacy through action by bankers, businessmen and financiers.

5. The Round Table understood functional literacy as training centring around basic literacy programmes which will enable the individual to function efficiently and satisfactorily as a productive member of the community, industry

(1) Annex II list of participants

and other commercial or agricultural activities, and as a contributing member of society. It therefore accepted as a base of discussion the concept of functional literacy, introduced in the Unesco/UNDP assisted literacy projects and now implemented in various training schemes carried out by numerous enterprises in different parts of the world. In other words, the Round Table based its discussions on literacy programmes as linked to development objectives and projects which integrate literacy teaching with vocational training.

6. The Round Table felt that the question of functional literacy should be considered in relation to multipronged development schemes and specific kinds of enterprises in the industrial (large, medium or small scale), agricultural, construction and the tertiary sectors. These differences affect the identification, preparation, appraisal, financing and implementation of functional literacy activities.

7. RECOMMENDATION I

In the preparation of new development projects as in the reappraising of existing production activities, the importance of work-oriented literacy for short and long-term efficiency should always be considered. Thus, functional literacy training should appropriately constitute an integral part of the planning and implementation process.

Planning and financing of functional literacy

8. The Round Table emphasized that in a development programme involving industrial, commercial and agricultural workers, the inclusion of a functional literacy component should be systematically planned at the earliest stage, when a project is in the preparatory phase. The content of a functional literacy programme should be related to the objectives, nature of production, equipment and manpower structure of the activity concerned. Examples were given illustrating why industrial organizations often had to employ mostly literate workers and why this in many cases determined their choice of whether or not to launch enterprises in certain areas of developing countries. It was stressed that many big industrial enterprises were willing and ready to undertake training programmes including literacy as the necessity arises. However, the Round Table noted that functional literacy has so far been neglected in many agricultural projects, in small industry and in construction works, although the need for it, in such activities, is being increasingly realized.

9. The Round Table considered that the inclusion of a literacy component in development projects was frequently overlooked due to the lack of an adequate system for identifying and appraising the benefits of literacy. This, in turn, raised the question of means and methods of identifying, preparing and appraising projects for investment and for determining the main mechanisisms by which bankers, financiers and businessmen could make suitable investments. The Round Table was of the view that greater attention should be given to ensure the identification of the literacy component at the planning stage, it being often advisable to train workers in advance of the plant coming into actual operation. Often the family unit rather than the individual worker was the productive unit.

10. The Round Table discussed the various ways of financing functional literacy within the framework of business, banking and finance. The first to be considered was the making of financial provision for literacy as a component of investment in development projects, either present or future. It was felt that this should not be difficult as a rule, as the cost of functional literacy per worker or even family is usually small in relation to total investment outlays necessary to create additional jobs or to improve agriculture by means of irrigation and other major works. The Round Table was of the opinion that the financing should be derived both from the individual resources of enterprises as well as from loans from national and international banks, preferably integrated in a loan serving the overall investment purposes. The distinction was made between loans from international and national development bodies and from commercial banks. In all cases the loan would have to be for an economic project, agricultural or industrial, in which literacy was a component rather than for a literacy programme. The former type of loan (i.e. from Development Banks) seemed more promising in view of the fact that commercial banks had criteria based on quantitative assessment of costs versus quantifiable benefits, whereas to many cases of literacy these criteria cannot be applied. More research should be undertaken on the returns on investments in literacy to support quantitative analysis.

11. The problem of financial resources, coming from enterprises or banks, led to the question how to ensure gains to productivity to be derived from literacy which confirmed the approach adopted by the Unesco/UNDP experimental programme of making literacy training an integral part of vocational training and development projects. It also led to the question of the degree of priority, and whether cost-benefit analysis was applicable to determine this both at the level of the firm or project, or the economy as a whole. It was considered useful to distinguish between the concepts of productivity, rate of return and cost-benefit analysis. The general feeling was that the evidence at the practical level for the necessity of literacy in efficient industrial enterprises was convincing, but it was not possible to discuss at the meeting the detailed, theoretical studies which had been made on this subject. Evidence already available would point to the possibility of reaping visible gains in productivity by means of functional literacy programmes. In other words, production goals could be reached with lesser investment and the economies thus achieved would more than cover the expenditure incurred by functional literacy programmes. It was, however, suggested that this matter should be followed up by further research, including the issue of a bibliography. The studies at the micro level for enterprises were considered more feasible and useful than those at the global or macro level.

12. As regards investment in literacy to attract future enterprises, the difficulties were realized of making whole areas of population fully educated through the formal educational system in advance of actual industrial prospects. In such cases, it might be best to concentrate initially upon literacy plus vocational training for youth and adult working population. The organization and financing of this preparatory work, indispensable very often to introduce development projects, should be done through action by the State, either separately through its institutions or in co-operation with employers, industrial or agricultural. It was felt that as the smaller employers were frequently unable to cope with literacy training on their own, this form of co-operation, of which a number of examples

already existed, should be extended; finance should be provided for the purpose from national governments or development banks, as well as contributions from employers, and perhaps from workers, considering literacy training as a fringe benefit in substitution of a portion of wages.

13. RECOMMENDATION II

Recognizing that illiteracy is not a marginal problem, the Round Table recommends that governmental planning authorities in countries where illiteracy prevails should incorporate in their development plans, leading to specific economic projects, a functional literacy component where this is important to the success of the project, or where the resulting economic and social returns are sufficiently high. Planners for economics and educational development should bear in mind that the benefits of functional literacy programmes are cumulative and the consideration of functional literacy programmes should become an obligatory dimension in development planning.

14 RECOMMENDATION III

The resources of modern enterprise, industrial and agricultural, as well as of banks, national, regional and international, of different types, and specialized credit agencies, should be brought to bear on training illiterate workers and farmers. Provision for financing the training involved should be part of the overall financing of the project. Thus, in projects which they are financing, development banks should see to it that the financing of functional literacy needs are taken care of. International banks and financial institutions should give serious consideration to making it a requirement that each development project has incorporated in its basic structure, where it is appropriate, the component of functional literacy, including programmes which might be called for prior to the actual launching of the project.

New resources

15. Apart from additional resources coming from enterprises and banks, fiscal measures were then suggested and the proposal was advanced that tax deductions should be allowed to firms in areas of heavy illiteracy which had functional literacy projects. This would, in effect, represent a kind of "taxe d'apprentissage" on the lines of the system in operation in certain countries. Reservations were expressed to systems of earmarked taxes, for whatever purpose, on the ground that they did not increase total fiscal resources, but it was felt that the fiscal avenue as a whole presented a valuable opening for aiding literacy training, the particular fiscal measure being adapted to the possibilities in each country. It was felt, in any event, that tax deduction was preferable as an instrument for influencing employers to train illiterate workers, as it prevented the funds raised by taxation for training being used for other purposes.

16. RECOMMENDATION IV

In its development and taxation policies and administrative practices, governments should consider the possibilities of using special means for the advancement of functional literacy activities, such as tax and other incentives to public and private enterprises and agencies which engage in approved literacy programmes. In particular, a fiscal incentive could be used to encourage enterprises to launch literacy schemes. Several variations on this theme are possible. One would be to exempt from the vocational training tax - imposed in some countries - those firms which train their workers and give them literacy instruction by methods accepted as valid. Another would be to deduct the expenses incurred for these purposes not from some specific tax but from general taxes. In any case, it is desirable to extend to functional literacy instruction the same relief provisions hitherto enjoyed by vocational training proper.

17. RECOMMENDATION V

National credit insurance agencies and, in general, public institutions having the purpose of subsidizing interest rates, should also admit, within the terms of reference of their activity, the financing of functional literacy.

18. RECOMMENDATION VI

The existing educational budget of developing countries should, whenever possible, be reapportioned between traditional and functional literacy programmes with a view to making the total educational expenditure more efficient.

Efficiency of functional literacy programmes

19. The Round Table drew attention to the weaknesses in efficiency of training programmes in many industries and of extension work in agriculture, as well as to the methods of increasing their efficiency by using new methods, modern media, new types of reading materials, etc.

20. Particular attention was drawn to the possibility of reducing the cost of agricultural extension work connected to literacy. It was suggested that the FAO might be asked to engage in suitable studies for this purpose with Unesco. Some also thought that, in order to encourage more attention to literacy in development planning, the international organizations concerned should have addressed to them a recommendation from the meeting to produce a confrontation between those responsible for planning and financing, on the one hand, and the needs for literacy, on the other.

21. The possibilities of using a proportion of adults made literate through functional literacy programmes especially in agricultural development projects, extension services and in other activities, as an alternative to recruiting only candidates with formal educational qualifications, should be encouraged, in order to provide incentives to farmers to attain functional literacy and in order to reduce the real cost of such activities.

22. RECOMMENDATION VII

All industries, especially small and middle scale industry, should aim at collaboration through institutions representing groups of employers or employees, such as co-operatives or trade unions, so that they can jointly provide training in work-oriented literacy, usually in co-operation with appropriate government authorities. Special loans should be organized to facilitate the initiation of functional literacy activities in small and middle scale industry, either directly to firms or through the above organizations.

23. RECOMMENDATION VIII

Particular attention should be paid to agricultural extension work since most illiterates live in rural areas; means should be found of integrating literacy training with agricultural extension activities and of reducing costs by using "animateurs" (voluntary agricultural extension workers) in extension work.

Follow-up action

24. RECOMMENDATION IX

The Round Table recommends that Unesco, in co-operation with other Specialized Agencies, should promote scientific research and studies on the several aspects of the problems discussed. In particular, the need was emphasized for studies of how countries could improve their methods and governmental procedures of identifying, appraising and planning functional literacy projects and financing linked with development projects, for surveys of tax and other incentives for promoting involvement in functional literacy programmes, cost analysis of related agricultural extension projects, and case studies showing differences in agricultural patterns before and after introduction of functional literacy.

25. RECOMMENDATION X

Convinced of the advantages of such meetings attended by bankers, economists and industrialists, and appreciative of the methods used for conducting discussions, the Round Table recommends that in future more of them be organized at international and regional levels and in different countries to clarify the several issues in this important area of development.

26. RECOMMENDATION XI

The Round Table suggests that the Director-General of Unesco inform governments of Member States, Specialized Agencies of the United Nations system, regional economic commissions and particularly ECOSOC, of these recommendations and make use of them to support the Unesco activities in the field of adult literacy. It recommends that, within the framework of the programme for the Second Development Decade, functional literacy should become a recognized dimension of development planning, both as a social objective and as an efficient tool.

ANNEX I

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

Address by
Mr. René Maheu

Director-General of the
United Nations Educational,
Scientific and Cultural Organization

Opening the Round Table of Bankers, Economists and Financiers on Literacy

Rome, 11 February 1969

Gentlemen,

I am honoured today to open this Round Table of Bankers, Economists and Financiers on literacy problems. Allow me to thank you warmly for attending and for the goodwill implicit in your presence. Although your time is valuable, you have consented to come here for three days to examine problems which at first sight may appear to be far removed from your usual concerns.

Although the principle of the round table, which was deliberately chosen for this gathering, is that there shall be strict equality among all participants so that the discussions may be as spontaneous as possible, there are two persons to whom I would nevertheless express my special gratitude. I am referring to Mr. Guido Carli, Governor of the Bank of Italy, who was kind enough to contribute his eminent expertise to the preparations for your proceedings, and my friend Vittorino Veronese, President of the Banco di Roma, my distinguished predecessor as Director-General of Unesco, who, as a member of the International Consultative Liaison Committee for Literacy, conceived the idea of this round table in June 1967 and subsequently, as Chairman of the Italian Interministerial Working Group on Literacy, spared no effort to ensure that this meeting would be held under the most auspicious conditions. Finally, I wish to thank the Associazione Bancaria Italiana (Italian Banking Association) for the generous hospitality which it is offering us in this noble building.

I shall give a brief account of the questions you will be dealing with, but, first of all, I think it necessary to remove a doubt to which the very membership of your round table might give rise. To bring literacy to the masses throughout the world who can neither read nor write is, of course, a prodigious undertaking which would be inconceivable without the assurance of very substantial financial contributions. But, in inviting you to meet here, it was not my intention to appeal, either directly or indirectly, to the generosity of the agencies to which you belong and which, as a matter of fact, you do not strictly speaking represent, since you are here in a personal capacity.

My purpose is a different, and perhaps in the last resort, a more ambitious one, making greater demands on you. What I have in mind is that this meeting should offer you an opportunity, firstly, to become fully conscious of a problem which I unhesitatingly class among the gravest of our time, and secondly to give the international community the benefit of your experience and skill in economics and finance by making observations, suggestions and recommendations that could be taken up, in particular by Unesco, within the context of a world strategy in the struggle against illiteracy.

I spoke of being fully conscious of the problem, and that is really and primarily what all this is about. In your positions, you are obviously brought into direct contact with the affairs of the world, and you are not unaware of the existence of the scourge known as illiteracy. Your very presence here testifies to that, but I should like you to be able to grasp the full scope of this evil and the extent of its repercussions.

Let us first take its scope. According to the estimates available to me, and which will have to be checked against the results of the censuses to be conducted around 1970, the number of adults in the world today who can neither read nor write is over 750 million, a record figure in the history of mankind. For despite the often heroic sacrifices being made by the developing countries on behalf of education and the resulting increased school attendance rates, despite the growth of national incomes in recent years, despite the progress of technology in general and of technology in teaching in particular, and also despite the substantial but - unfortunately - decreasing contributions from external multilateral and bilateral sources, the efforts made cannot possibly keep pace with the population explosion. The result is that, while the illiteracy rate is declining little by little, the number of illiterate adults continues to rise in absolute terms.

Today, when national and international resources are being invested in substantial amounts all over the world and when almost all the Third World countries are setting themselves comparatively ambitious, but in fact imperative, economic and social goals, ignorance and its extreme case, illiteracy, most often prove to be the main obstacle to the satisfaction of the most elementary needs and, a fortiori, to development.

It would be wrong - it would be unfair - to say that nothing has been done to remedy this situation. At the national level, I referred just now to the prodigious, if not always effective, efforts that many of the most deprived countries are making on behalf of education in general and of adult literacy in particular. Many are the governments that have set up new institutions, expanded existing infrastructures, and provided additional funds to further this cause. Further, technical ministries responsible for industrial and agricultural development and economic planning agencies are coming more and more to acknowledge the primary importance of developing human resources, an undertaking of which adult literacy is a major factor. At the same time, managers of plants, farms, mines and business firms are beginning to realize that a minimum of knowledge enables their workers to improve the quantity and quality of their output.

In regard to measures taken at the international level, I do not intend here to review in detail the history of a line of action that for the last ten years or so (not more, unfortunately!) has been signalized by a series of decisions taken by the General Conference of Unesco, the United Nations General Assembly and the United Nations Economic and Social Council, as well as by a series of regional conferences held under Unesco's auspices in Bangkok, Abidjan, Buenos Aires, Caracas, Tripoli and Alexandria, as a result of which those responsible for educational policy in the Member States have decided to include adult literacy in their national plans for the general development of education. But chiefly I want to recall that Unesco can pride itself on having convened at Teheran, in September 1965, the World Congress of Ministers of Education on the Eradication of Illiteracy, which stands out as a landmark because it enabled the concept of "functional literacy" to be formulated, and that is something of particular importance for your forthcoming discussions.

What exactly is "functional literacy"? Well, it became clear that mass adult literacy campaigns were meeting with two major obstalces. Firstly, the very number of persons to be taught to read and write presupposed the use of human and financial resources that are extremely difficult, if not impossible, to mobilize under the present circumstances. Secondly, experiments conducted in this field have led to the conclusion that adult illiterates will not make the desired effort unless they have a strong enough motive. In other words, adults cannot reasonably be expected to respond to literacy work until they realize that it is in their interests to know how to read. And, at this level, it is above all a question of economic, or, more specifically, professional interests.

Consequently, Unesco, with financial support from the United Nations Development Programme (UNDP) and the technical co-operation of the International Labour Organisation (ILO), the Food and Agriculture Organization of the United Nations (FAO) and the World Health Organization (WHO), has launched functional literacy projects in which adult literacy is closely linked to development needs and objectives, i.e., projects in which literacy teaching is supplemented by technical, agricultural or industrial training. The Governing Board of the UNDP approved the first of these projects in 1966. Eleven have been approved to date in Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria and Tanzania. Venezuela also belongs on the list, having launched a project of the same kind, but without calling on external sources to help finance it. Moreover, 42 countries so far have submitted requests for similar international aid for functional literacy projects. These figures will suffice to show the importance which countries faced with illiteracy problems attach to the work undertaken.

There is no getting away from the fact however, that although we are undoubtedly on the right track, we are still only at the beginning of a long, vast undertaking that cannot be carried out successfully unless the means employed are improved.

I shall not dwell on technical means, i.e. teaching methods, the choice of the language in which literacy is to be taught, and vocational training schemes. They are extremely important, to be sure, but this is not the place to discuss them. It is about other aspects of the problem that I should now like to talk to you.

To quote the actual wording used by the International Consultative Liaison Committee for Literacy in its recommendation defining your task, I should like to invite you to discuss "literacy as an economic investment" and to "advise on the ways in which literacy operations might be most appropriately financed, with particular attention to possible new resources, methods and procedures". We have deliberately refrained from drawing up any agenda, so as to leave you completely free in your examination of the enormous problem that has been placed before you. I shall not go into the details of the background information collected and analysed for you in the working paper prepared by the Secretariat. I shall merely touch on certain aspects on which you may wish to focus your attention.

For example, there is the fact - at first sight paradoxical - that illiteracy is increasing concurrently with investments. In my view, the causes of this

phenomenon are, on the one hand, an underestimation of the economic value of literacy or, more specifically, of its effects on productivity, and, on the other, a general lag of employment opportunities behind the rate of economic growth in the developing countries. But whatever its causes, this phenomenon is - and I do not hesitate to say so - disgraceful. And to help us reduce, if not to eliminate it, we should like you to tell us how, in your view, manpower literacy programmes can be made more responsive, and more visibly so, to the needs of firms. In particular, the methods whereby projects are identified and prepared should be subjected to closer scrutiny from this point of view, so as to enhance their economic effectiveness.

It would also be advisable to consider arrangements whereby loans and subsidies for economic development could include amounts for functional literacy work, so that funds intended for the training of a hitherto illiterate and under-skilled labour force would form an integral part of investments benefiting agricultural or industrial development undertakings and projects.

Your work, especially in this connexion, would of course be greatly facilitated, were I able to give you a scientific analysis of the economic returns from literacy work. But this is a domain that has not yet been adequately explored, and we shall, for instance, have to await the results of the systematic evaluation, for which plans have already been made, of the functional literacy pilot projects currently under way. Nevertheless, it is possible, here and now, to report that in many cases employers have found that the output of workers who have been taught to read and write is superior in quantity and quality to that of illiterates. Reciprocally, or rather conversely, a high percentage of illiteracy among workers or farm hands has repeatedly been found to hinder the modernization of working methods and the introduction of new machinery. More often than not it is impossible to compare the productivity of literate workers with that of illiterates, for the simple reason that largish firms generally hire illiterates only if they have no other choice. In short, many examples could be quoted of cases in which development projects have not been carried out satisfactorily because the labour force available was not literate, not duly adapted to the demands of technology. However imperfect they may still be, these indications are enough to make me hope that you will discuss ways of planning functional literacy projects in combination with development projects.

I should now like to take up another question, one which is central in economics and finance: the cost-benefit ratio. In the field of education, although this ratio is by no means the only or the decisive factor, its importance is becoming increasingly evident. Many scientific studies have been published on this subject in connexion with higher education. In the United States and Europe, if calculated on the same basis as for other forms of investment, the cost-benefit ratio in this sector apparently ranges from 12% to 14% per annum, which is higher than the normal rate of return on capital investment. Unfortunately, it is not so easy to compute the returns on primary and secondary education, and even less so on literacy teaching which, owing to its multi-purpose nature, may be likened to a passkey that opens the door to all further avenues of study and to participation in economic, social and political progress. You may gather from this how valuable any suggestions you could offer on ways of computing the cost-benefit

ratio in this field more accurately would be. From a practical standpoint, employers should be in a position to know, even in the absence of a fully satisfactory methodology, whether the savings accruing from a reduction in absenteeism, poor workmanship and damage to plant and equipment on the part of illiterate workers offset, or even - as I believe - exceed the cost of teaching those workers to read and write.

Recent experiments conducted in many countries, including Algeria, Brazil, France, India, Italy, Morocco, the United States and Yugoslavia, have yielded instructive results in this respect. In the framework of certain pilot projects executed with the aid or participation of Unesco, cases are beginning to emerge, notably in Algeria, Congo (Brazzaville), Mali and Morocco, of industrial firms which arrange for literacy courses to be given partly or entirely during working hours. By way of example, I should like to mention the results of an experiment conducted by a Brazilian firm - Campanhia Vale do Rio Doce - to assess the economic profitability of functional literacy teaching. The evaluations made in the course of the experiment showed that, though there had been no change in production, there had been a net increase in productivity, since the literacy instruction was given during working hours. The firm therefore decided to organize functional literacy instruction for every one of its 10,000 workers.

There is, lastly, an aspect which concerns your own fields of work even more closely. This is the determination of methods whereby literacy work, viewed as an economic factor in that it increases labour productivity, may be provided for in the financing of projects for economic development and the exploitation of natural resources. I will merely observe in this connexion that it would doubtless be desirable to consider introducing greater flexibility into banking practice, so that loans to agriculture and industry may be allowed to include funds for literacy teaching.

The last paragraph of the document distributed to you contains a series of questions designed to assist you in the formulation of your views on the problems submitted for your consideration. But I should not like you to think that the educators have asked you these questions with the intention of shifting some of their responsibilities on to your shoulders. Personally, I am definitely with those who consider that much remains to be done in the field of education, not only by traditional means, but also by innovations, be it in the planning, administration and technology of education or in the actual teaching, which is its essential part. But, whatever the improvements and reforms needed in education, it remains no less essential, if illiteracy is to be reduced, labour productivity increased and fresh impetus given to development, that additional resources and means of action be mobilized to reinforce those now available to the existing educational systems.

Such is the importance that attaches to your labours. It is my hope that they will lead to an approach that is at once imaginative and realistic in the study of a problem of such vital importance for the general advancement of mankind. And so I extend to you my heartfelt good wishes for the successful outcome of your deliberations.

ANNEX II/ANNEXE II

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